

**THE RELATIONSHIP BETWEEN STUDENTS' UNDERSTANDING
ON RECOUNT TEXT AND THEIR ABILITY TO RETELL
THE TEXT AT THE FIRST YEAR OF MAN DUMAI**



By

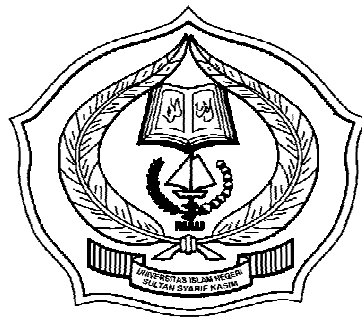
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1431 H/2010 M**

**THE RELATIONSHIP BETWEEN STUDENTS' UNDERSTANDING
ON RECOUNT TEXT AND THEIR ABILITY TO RETELL
THE TEXT AT THE FIRST YEAR OF MAN DUMAI**

A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education Department
(S.Pd.)



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ABSTRACT

Yeri Fitriah (2010): “The Relationship between Students’ Understanding on Recount Text and Their Ability to Retell the Text at the First Year of MAN Dumai.”

In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome. This research is aimed to find out the relationship between students’ understanding on recount text and their ability to retell the text.

The subject of this research is the First year of MAN Dumai and the object of this research is students’ understanding on recount text and their ability to retell the text. It is firstly proven by the writer through her preliminary research before doing the research which shows the symptoms as explained as follows: Some of the students understand about recount text but they are still not able to retell the text and some of the students know aspects in understanding recount text but they can not retell the text.

The population of this research covers 113 students. Because the number of population is too large, the writer took 50% of the population as sample. In this case, the writer uses random sampling technique to take 55 students. In collecting data, the writer used test. The test was used to find out the students’ understanding on recount text and their ability to retell the text. In analyzing the data, the formula of this research is equation of regression. In this research, the writer used SPSS version 17.00.

Based on the research finding, the result can be concluded that there is no significant relationship of students’ understanding on recount text to their ability to retell the text as shown by the explanation below:

- a. Level of correlation coefficient students’ understanding on recount text and their ability to retell the text is 0.089. It means that H_0 is accepted which indicates that there is no correlation.
- b. Level of significant is 0.516. It is bigger than 0.05. It means that H_0 is accepted. It means that there is no relationship between students’ understanding on recount text and their ability to retell the text. In the other word, there is no influence of students’ understanding on recount text to their ability to retell the text.

ملخص

ييري فطرية (2010): العلاقة بين الفهم على teks recount ومهارة الطلاب في إعادتها للسنة الأولى بالمدرسة العالية الإسلامية دوماي.

لقد رأى الباحث في الواقع, وجود المشكلة التي يحب على الباحث أن يفهمها. وهذا البحث يستهدف لكشف العلاقة بين الفهم على teks recount و مهارة الطلاب في إعادتها.

أما الفرد في هذا البحث هو الطلاب في السنة الأولى بالمدرسة العالية الإسلامية دوماي, أما موضوعه هو فهم teks recount و مهارة الطلاب في إعادتها. و جماعة البحث يحتوي على وثلاثية عشر و مئة نفر من الطلاب, وبسبب كثرة جماعة البحث فأخذ الباحث العينة منهم 50% من الطلاب عبر 55 نفرا منهم. واستعمل الباحث طريقة الأمثلة العشوائية, وهي عبر خمسة و خمسين نفرا. وفي جمع البيانات استعمل الباحثة التجربة (test). و التجربة المستعملة لتكشف النتائج من الفهم على teks recount و مهارة الطلاب في إعادتها. في تحليل البيانات, الرمز المستعمل هو تحليل الانحدار. في هذا البحث, استعمل الباحث SPSS نوع 17.00.

ومن خلاف التحليل المستعمل باستخدام الطريقة الإحصائية, وذلك أن ليس هناك العلاقة بين الفهم على teks recount و مهارة الطلاب في إعادتها للسنة الأولى بالمدرسة العالية الإسلامية دوماي. ونستطيع أن نراها على النحو التالي:

أ. النتيجة من علاقة العوامل الفهم teks recount الطلاب و مهارتهم في إعادتها هي 0.089. بمعنى H_0 مقبول يدل على أن ليس هناك العلاقة بين الطرحين.

ب. مغزي درجته هو $0.516 > 0.05$, بمعنى H_0 مقبول. عدم العلاقة بين الفهم teks recount الطلاب و مهارتهم في إعادتها. و المراد, عدم تأثير الفهم teks recount الطلاب و مهارتهم في إعادتها.

ABSTRAK

Yeri Fitriah (2010): “Hubungan Antara Pemahaman Teks Recount Siswa dan Kemampuan Mereka Menceritakan Ulang Teks Recount Pada Tahun Pertama di MAN Dumai”.

Berdasarkan gejala-gejala yang telah diungkapkan, penulis melihat beberapa masalah yang harus dibahas dan dikuasai. Penelitian ini bertujuan untuk menemukan hubungan antara pemahaman teks recount siswa dan kemampuan mereka dalam menceritakan ulang teks recount tersebut. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini: beberapa siswa mengerti tentang teks recount tetapi mereka tidak bisa menceritakan ulang teks recount tersebut dan beberapa siswa tahu aspek-aspek dalam teks recount tetapi mereka tidak bisa menceritakan ulang teks tersebut.

Subjek dari penelitian ini adalah siswa tahun pertama MAN Dumai sedangkan objek dari penelitian ini adalah pemahaman teks recount siswa dan kemampuan menceritakan ulang teks recount tersebut. Populasi dari penelitian ini meliputi 113 orang siswa. Dikarenakan banyaknya populasi terlalu besar, penulis mengambil 50% populasi sebagai contoh. Dalam hal ini, penulis menggunakan teknik percontohan acak. Contoh yang diambil adalah 55 orang siswa. Dalam pengumpulan data, penulis menggunakan percobaan (*Test*). Test digunakan untuk menemukan nilai dari pemahaman teks recount siswa dan kemampuan mereka menceritakan ulang teks recount tersebut. Didalam menganalisa data, rumus yang digunakan adalah persamaan regresi. Didalam penelitian ini, penulis menggunakan SPSS versi 17.00.

Berdasarkan hasil penelitian, hasilnya dapat disimpulkan bahwa tidak ada hubungan yang signifikan antara pemahaman teks recount siswa dan kemampuan mereka menceritakan ulang teks recount tersebut yang ditunjukkan pada penjelasan di bawah ini:

- a. Nilai dari korelasi koefisien pemahaman teks recount siswa dan kemampuan mereka dalam menceritakan ulang teks tersebut adalah 0.089. Itu berarti H_0 diterima yang ditunjukkan bahwa tidak ada korelasi antara 2 variabel.
- b. Signifikan level nya adalah $0.516 > 0.05$, ini berarti H_0 diterima. Itu berarti tidak ada hubungan antara pemahaman teks recount siswa dan kemampuan mereka menceritakan ulang teks tersebut. Dengan kata lain, tidak ada pengaruh pemahaman recount teks siswa terhadap kemampuan mereka menceritakan ulang.

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CHAPTER I

INTRODUCTION

A. The Background

Reading is about understanding written texts. Reading is an activity with the purpose. The purpose of reading is to understand about content of the text and to express it by own words. According to Jack. C. Richards et al (1992:306) reading perceives a written text in order to understand its contents. It means that the understanding the results reading text is called reading comprehension. In accordance with Kalayo (2007:114) a person may also read for enjoyment, or enhance knowledge of the language being read. The purpose of readings is to guide the reader's selection of text and to determine the appropriate approach to reading comprehension.

Reading comprehension is also influenced by the text pattern which is read. Texts do not always conform perfectly to the typical classifications. Understanding types of text should be aimed to understand general guiding principles. Studying types of text should be read as studying genres and not for a factual direction in writing a text. In the new curriculum (Curriculum 2004 and Standar Isi/Content Standards), texts and text types are key terms, replacing themes, which were a key concept for the previous curriculum. While themes, such as Family and School Life, are still important, the focus is now on text types. Another word for text types is genres.

These classifications on type of text are based on the analysis of three main elements of text. These elements of text are:

1. The purpose of the text; why is the text made? What is text made for by its writer?
2. The generic structure of the text; analyzing the used structure in composing the text, in what way is the text constructed by its writer.
3. The language feature; taking a look at the linguistic characterizations of the text, what kind of language feature is used to build the text by its writer.

(Understandingtext.blogspot.com/2007_12_01_archive.html.)

However, a text is not pure form. It is a mixture of genre. In many examples, report text is sometime mixed with explanation text. Recount text is compromised to report or to describe type. Texts do not always conform perfectly to the typical classifications. Understanding types of text should be aimed to understand general guiding principles. Studying types of text should be read as studying genres and not for a factual direction in writing a text. According to Kalayo and Fauzan (2007: 130-132), there are some features of common text types of writing: recount, narrative, procedure, information report, explanation, and exposition.

The text pattern can be divided based on physical structure and genre. Based on physical structure, there are nine patterns of text; they are narration, description of place, description of person, definition, illustration example, explanation of process and procedures, comparison and contrast, and cause and effect. Based on the genre, especially in senior high school, there are five texts pattern that are taught. They are

recount, narrative, descriptive, procedure, and report text. In this study, the writer focuses on recount text. It is because recount text is more interesting for the students. The part of this text is easy to recognize and the students are also able to make it by themselves.

Recount text is a text written to retell for information or entertainment. A fictional narrative recount, it consists of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Recount text is also a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants. Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happens. Recounts begin by telling the reader involved, what happened where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order.

A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). It also describes events in a chronological order and describes the events words which link events in time that can be used, such as next, later, when, then, after, before, first. The lexicogrammatical features of recount are focused on specific

participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence.

Retelling text is when a reader tells the story he/she has read in his/her own words and retelling text is done to make the reader understand about the story or text. We can retell the text after we read and understand the text by own words. We can retell a text to test our comprehension that. It is impossible to retell text or something without reading and understanding it first. Reading text is now an important way for the general population in many societies to access information and to make meaning. It means that students understanding and comprehending about a text can be seen from their ability in retelling the text and expressing their ideas or opinion about what the texts are read.

Islamic Senior High School Dumai is one of the Islamic senior high schools that are present in Riau province, exactly Dumai. English language is also taught as one of the main subjects at the school, will be tested in the National test. Reading is one of the language skills taught and must be mastered by the students in this school. Without language skills, the students will not able to comprehend and express the ideas of reading texts.

According to the 2004 Competence Based Curriculum, recount is being taught in the tenth year. The basic competence is the students, who can use various kinds of language, i.e.: either written or verbal in smooth and accurate transactional and monologue texts especially on the form of recount, narrative, procedure, report and news item. Based on the School-Based Curriculum, Senior High School students are

expected to understand descriptive and recount texts, not only about the factual information, main idea, meaning of difficult words, reference and inference of the texts, but they also about the social function and generic structure of the texts. The purpose of teaching reading is to encourage them to know about what they have already read about situations, events, characters and ideas in the text, providing important background information relevant to the selection in order to expand their knowledge. In conclusions, the students should comprehend both of the texts well in order to improve their ability in English especially on reading skill. Retelling is to make the students understand how to develop communicative efficiency. English is taught 4 hours a week. Reading is provided 24 hours in one semester. In this school, reading is main subject in learning English.

In understanding reading text, teacher gives vocabulary related to the topic read by the students. The teacher gives the students interesting recount text, easily understood by the students. The teacher also gives explanation how to understand recount text. By various methods and creativities that have been done by the teacher, the students are ideally able to comprehend, understand and even retell it.

However in fact, their ability to retell the text is not available with their understanding on recount text that is still far from what is expected based on curriculum.

From the writer's preliminary observation, there were some phenomena found as in the following:

- a. Some of the students have English vocabularies, but they still can not retell the text.
- b. Some of the students understand about recount text but they are not able to retell the text.
- c. Some of the students do the recount task given by teacher but they do not go retelling it.
- d. Some of the students know aspects in understanding recount text but they can not retell the text.
- e. Some of the students have much time in understanding recount text at school and even at home but they can not retell the text orally.

Based on the phenomena that writer explains above, the understanding on recount text and retelling competence by the students to increase their result are importantly viewed. So the writer has interest to do a research entitled: **“THE RELATIONSHIP BETWEEN STUDENTS’ UNDERSTANDING ON RECOUNT TEXT AND THEIR ABILITY TO RETELL THE TEXT AT THE FIRST YEAR OF MAN DUMAI.”**

B. The Problem

1. The Identification of the Problem

Based on the background and phenomena above, the writer would like to identify the problems as follows:

- a. Why do some of the students have vocabularies unable retell the text?
- b. Why the students understand about recount text but they are still not able to retell the text?
- c. Why the students do the recount text task given by teacher but they do not go retelling the text?
- d. Why the students know the aspects in understanding recount text but they are still not able to retell the text?
- e. Why do the students have much time in understanding recount text at school and even at home unable to retell the text orally?
- f. How is the relationship between understandings on recount text with the ability of retelling text of students at the first year of Islamic Senior High School Dumai?

2. The Limitation of the Problem

To avoid misunderstanding toward the problem in this research, it is necessary for the writer to limit the problem that will discussed in this research. Due to limited ability and finance of the writer, this study is limited to the influence of students' understanding on recount text to their ability to retell the text at the first year of MAN Dumai

3. The Formulation of the Problem

Based on the limitation of the problem above, the problems in this research will be formulated into the following research questions:

1. How is the students' understanding on recount text?
2. How is the students' ability to retell the text?
3. Is there any significant influence of students' understanding on recount text to their ability to retell the text?

C. The Reasons of Choosing the Title

The writer is interested in doing this research for the following research:

1. As far as the writer is concerning to this problem, it has not been investigated yet.
2. The topic is relevant to the writer as one of the students of English Education Department of Tarbiyah and Teacher's Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
3. The writer is able to try out this research regarding to the time, finance, resources and the writer's knowledge.
4. To get the real data about the relationship between students' understanding on recount text and their ability to retell the text.

D. The Objective of the Research and Significance of the Research

1. The Objective of the Research

Based on the formulation of the problems previously, there are three objectives that will be reached in this study as follows:

- a. To find out the students' understanding on recount text.
- b. To find out the students' ability to retell the text.
- c. To find out relationship of the students' understanding on recount text to their ability to retell the text.

2. The Significance of the Research

After conducting this research, the writer hopes that this research is able:

- a. To contribute useful information to the first year students of MAN Dumai
- b. To be training for the writer in the field of scientific study.
- c. To give crucial information to the students about the students' understanding on recount text and their ability to retell the text
- d. To complete a requirement intended to finish the writer's study program at English Education Department of Education and Teacher's Training Faculty of State Islamic University Suska Riau.

E. The Definition of the Terms

Based on the title of the research "The Relationship between Students' Understanding on Recount Text and Their Ability to Retell the Text at the First Year of MAN Dumai", and avoid misunderstanding misinterpreting, it is necessary for the writer to explain the term used in this study. The terms are defined as follows:

1. Relationship

Relationship is a connection between two or more factors that we can measure or systematically vary. In this research, the writer focuses on causal relationship. Causal relationship is the relationship between an event (the cause) and a second event (the effect), where the second event is a consequence of the first. In the other word, causal relationship is a relationship in which one thing causes another thing to happen or change. For example, if program x, causes achievement scores to increase, it is a causal relationship. In this research, writer focuses on relationship between students' understanding on recount text and their ability to retell the text. This researches how the students' understanding on recount text influences their ability to retell the text. (file:///C:/Documents and Settings/User/My Documents/search.htm)

2. Students

Are persons who are studying to get knowledge that has particular interest in something (Hornby, 1989: 127)

3. Ability

Ability is the mental of physical capacity, power or skill required to do something (Hornby, 1989: 101). In this case, the writer focuses on students' understanding reading text and their ability to retell.

4. Recount

Recount is to narrate or to give a detailed account of; "Tell what happens." Recount is a text which retells events or experiences in the past. Its purpose is to inform or to entertain the audience.

(<http://understandingtext.blogspot.com/2007/12/what-is-recount.html>)

Recount is a kind of the texts to report events, activities and experiences of someone (Otong, 2007: 436). Recount is a story genre to retell events for the purpose of informing or entertaining (Hartono, 2007: 6).

5. Retelling

a. Retelling is when a reader tells the story he / she has read in his / her own words.

b. Retelling is done to make sure that reader has understood the story.

c. Retelling is when you describe what happened in the story in great detail by your own words.

(www.mrscowan.com/retelling.ppt+how+to+retelling+text+of+reading&cd=11&hl=id&ct=clnk&gl=id, 2010: March 21).

6. Understanding

Hornby (1989: 1392) defines that understanding is a power of clear thought. Houghton Mifflin (1969: 1279) defines that understanding is the quality or condition of who understands comprehension. Understanding according to the writer is the quality of students' comprehension level on reading text.

7. Text

Text is a piece of spoken or written language. A text may be considered from the point of view of its structure and its function, e.g. warning, instruction and carrying out a transaction. A text may consist of just one word, e.g. a sermon or a novel (Longman dictionary, 1999: 378). In this research, text refers to the available reading text found in the students' handbook.

A text may be considered from the point of view of its structure or its function. According to Oton, text forms are a discourse having a communicative goal. In this research, "Text" is product of the students during studying.

CHAPTER II

THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Nature of Understanding Recount Text

Language intelligence is one of the eight double intelligence as defined by Dr Howard Gardner in his book " Frames Of Mind: The Theory of Multiple Intelligences is the language intelligence related to competence/ability to use language, string up word and sentence, either through written or oral form.

(<http://wyw1d.wordpress.com/2009/12/18/kecerdasan-bahasa-verballinguistic-intelligence>). It means that, in learning English the students should understand the text and can retell the text quickly. In reading text, there are some kinds of text; one of them is recount text. Recount text is a text written to retell the information or entertainment. So if the students understand text, they can also retell it.

According to Mifflin (1969: 1279) understanding is the quality or condition of who understands comprehension. Understanding according to the writer is the quality of students' comprehension level on the reading text. The students must endeavor to develop the understanding of the text needed and can retell the text. In order to have capability as a good reader.

Brown (1982: 18) said that reading is not easy to master because the reader should have an ability to comprehend the author's message, etc. The students should be able to read the English text effectively and efficiently to get information from the reading text. The aim of teaching reading is to help students develop their ability, so

they can read and understand the English text effectively and efficiently and even they can interpret what they read. Besides that, by reading we will get science, experience, insight and many others that we do not know before.

Penny Ur (1993: 20) stated that when someone needs a success in reading, he or she must know well about characteristics of efficient reading. They are as follows:

1. Language

The language of the text is comprehensible to the learners.

2. Content

The content of the text is acceptable to the learners in order that they know it enough.

3. Speed

The reading progress is fairly fast, because the reader has automatically known the recognition of common combination and the reader does not waste time to work out each word of group of the words to learn.

4. Attention

The reader concerns rates on the significant bits and skims, the rest may even skip parts, so he or she knows insignificant thing.

5. In comprehensible vocabulary

The reader takes incomprehensible vocabulary in his or her stride to guess its meaning from the surrounding text or to ignore it and to manage not to use a dictionary only when these strategies are insufficient.

6. Prediction

The reader thinks a head hypothesis and predicts it.

7. Background of information

The reader is motivated to read an interesting content or a challenging task.

8. Purpose

The reader is aware of a clear purpose in reading.

9. Strategies

The reader uses different strategies for different kinds of reading.

According to Johan (2002: 1) there are some skills of understanding reading text:

1. Deciding the meaning of words from context by analyzing the words and phrases in the texts.
2. Understanding the form and the meaning of non idiomatic phrases of noun phrase, gerund phrases, predictive verb phrases, and infinitive phrases.
3. Understanding meaning through syntactical structure: this theory is affliction of the grammar understanding.
4. Recognizing and understanding rhetorical structure as framework of context related to the topic, written as the purpose of the writer and the reader.
Rhetorical structure includes functional word, phrase discourse mark.
5. Understanding the critical reading skill
6. Understanding the purpose of view and type of the writer

7. Making generalization and conclusion
8. Understanding the writers' resources.
9. Understanding the writer's type and language of the writer.

According to Eugene 1950 (in Nurhasanah, 2002: 9) some ways in understanding a foreign language, they are as follows:

1. Phrase for memorizing and drill
2. Reading aloud and listening to reading
3. Speaking the language
4. Criticism of pronunciation
5. Supplementary vocabulary
6. Associating with native speaker
7. Writing down all new words
8. Listening to the radio
9. Going to the lecturers and public entertainment
10. Writing the language
11. Keeping up the language

Based on all of the theories about understanding reading text above, the writer can conclude that understanding reading text is the ability to know about reading text and to know what to do after reading. Related to understanding reading text can be proved by answering the questions available about the reading text.

Texts are made of words. Words are around us. When words are used to make meaning the text is created. According to Hartono (2007), text is a unit of

meaning which is coherent and appropriate for its context. Text has several particular types, called by “Genre”. Hartono also defines that genre is used to refer to particular text-type, not to traditional varieties of literature.

In English, based on the Competence Based Curriculum 2004 for SLTA, there are 5 kinds of text. They are procedure – to tell or record in sequential order the steps taken to do or make something, descriptive – to describe or give information, narrative – to tell an event in the past which has complicity problem and resolution, recount to - tell a series of events happening one after another, report – to document or organize factual information.

1. Recount Text

According to Hartono (2005: 3) recount text is normally presented in the past tense and temporally sequenced. A summary of the characteristics of recount is presented in the following table. It is important to note that ‘orientation’ and ‘reorientation’ are also called ‘introduction’ and ‘conclusion’ respectively. Recounts may be in the form of biographies, autobiographies, newspaper reports of events, histories, letters, diaries, journals, eye-witness accounts of incidents, accounts of accidents submitted for insurance claims. The purpose of recount text is to tell a series of events happening one after another. A recount starts with an orientation which introduces participants (who) and provides the setting (where and when)/following the orientation, a series of events are recorded. Finally, a reorientations, which usually a reason, concludes recount.

(<http://mahdum.yolasite.com/resources/Tiori%20Reading.pdf>)

2. Purposes of Recount Text

According to Sue Stubbs and K. Wood (<http://books.google.co.id>) the purposes of recount text is reconstruct an events, experiences, and achievements from the past in a logical sequence. Some recount will be purely informative and some others will aim to both inform and entertain. According to Hartono (2005:3) the purpose of recount text is to tell a series of events happening one after another. A recount starts with on orientation which introduces participants (who) and provides the setting (where and when)/following the orientation, a series of events are recorded. Finally, a reorientations, which usually a reason, concludes recount.

3. Types of Recount Text

According to Sue Stubbs and K. Wood (<http://books.google.co.id>) there are five types of recount:

1. Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount are usually written in the first person (I and we) and often to entertain and inform.
2. Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gains a complete picture of event, experience or achievement.

3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
4. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
5. A biographical recount tells the story of a persons' life using a third person narrator (he, she, and they). In this case of autobiography, first person narration (I, we) is used.

4. Structure of Recount Text

a. Orientation

The orientation provides all the necessary background information to make sense of the text. To ensure that the orientation is detailed and thorough, it uses 5w (who, what, where, when, and why). The author needs to give information about what happened, who or what was involved, when and where the events occurred and why.

b. Series of events

Events should be selected carefully to add the readers' understanding of the topic. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically, but students should be encouraged to experiment with arranging events in order of importance. Unity between paragraph is created through the use of time

connectors (before, throughout, finally) so that the separate events form part of coherent text.

c. Re-orientation

This final section concludes the recount summarizing result, evaluating the topic, or offering personal comments.

5. Language Features of Recount Text

1. Using simple past tense in most recounts. But present tense may be used in diary or journal. Future tense is sometimes used in conclusion of an imaginative or biographical recount to predict what might happen in the future.
2. Specific descriptive words (adjectives) help the readers visualize or imagine events. For example: the butterfly spread out its limp, and set wings to dry. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount.
3. A range of conjunctions (because, although, while) is used to link clauses within sentences.
4. Time connectives (firstly, next, finally, after) are used to link separate events or paragraphs into a coherent whole text.
5. Adverb and adverb of phrases to indicate specific times and places. Example: yesterday, last week, at home, and outside.
6. Specific participant (nouns and pronouns, such as Mr. John, William Wallace) to provide detail and credibility.

7. Use of action verbs to indicate an event or action. Example: stayed, went, killed, etc.

According to Derewianka (1990) in Departemen Pendidikan Nasional (2005:33) every type of recount has different significant lexicogrammatical features/language feature. They are as in the following:

Personal Recount

- a. Use of first person pronouns (I, we).
- b. Personal responses to the events can be included, particularly at the end.
- c. Details are often chosen to add interest or humor.

Factual Recount

- a. Use of third person pronouns (she, he, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention of personal feelings is probably not appropriate.
- e. Details of time, place and manner may need to be precisely stated (e.g. at 4.30 *pm*, between *Johnson St* and *Park Rd*, the man drove at the speed of *80kph*).
- f. Descriptive details may be required to provide precise information (e.g. a man *with a red shirt, black shoes, and long hair, weighing 65 kilos and approximately 185 cm* tall).
- g. Use passive voice (e.g. the beaker was filled with water).

- h. It may be appropriate to include explanation and justifications.

Imaginative Recount

- a. Usually written in the first person.
- b. It may be appropriate to include personal reaction.

Biographical Recount

- a. Usually written in third person narrator.
- b. Detailed are usually selected to help the readers more understand about person's life.
- c. The comment on the contribution of the person's achievements.

In this research, the writer focuses on personal and biographical recount because this kind of recount are easier than others and it also use for first year students at Senior High School. Therefore, the students are able to learn this kind of recount.

6. Recount Text Based on Curriculum for Senior High School for First Year Students

Recount text is learned for second year students at Senior High School in semester 1. Based competence in learning recount text for reading is students are able to respond the meaning and structure accurately and fluently. According to text book for first year students, the kinds of recount which they study are personal and biographical and factual recount. Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount are usually written in the

first person (I and we) and often to entertain and inform. Biographical recount is tells the readers about the person's life with third person narrator (he, she, and they). Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report.

Subject Matters in Learning Recount are:

1. Textual meaning of recount text.
2. Structures of recount text are title, orientation, series of event and orientation.
3. The purposes of recount text are to inform and entertain the readers.
4. Language feature of recount text are using simple past tense, a range of conjunction (although, because, while), use time connective (firstly, next, finally), using adverb phrase to indicate time and place (yesterday, last week, at home, outside), using action verb (played, visited) and using specific participant (Mr. John, I, we)

Example of Recount

This sample recount is labeled to show you the structure and language features of a recount text.

My Adventure at Leang Cave

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang - leang. It was my first time to visit the cave, better yet; my best friend

came to visit it with me! The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash.

The humans who lived here ate the shells and dumped the left over in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there. After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

Analyzing the Text

a. Generic Structure Analysis

1. Orientation: On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang. It was my first time to visit the cave, better yet; my best friend came to visit it with me!
2. Event 1: The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its

surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash.

3. Event 2: The humans who lived here ate the shells and dumped the left over in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

4. Re- orientation: After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

b. Language Feature Analysis

1. Using Personal Participant: my parents, my best friend Novi and I
2. Using chronological connectives: next, and, after
3. Using linking verb: was, were
4. Using action verb: visited, took, adventured, etc.

5. Using simple past tense pattern: my parents took a rest, my parents, my best friend Novi, and I visited a cave, we decided it was time to go back home.

Brightly, it has to be known that our curriculum adopts communicative competence model that elements of socio cultural competence, linguistic competence and action competences are integrated within what is called as discourse competence. This means one's communicative competence either in mode of oral or written competence is involved in a communication discourse which is strongly affected with a communication topic (see the national English curriculum). Regarding to this, recount text is just a bridge to be connected with such communicative discourse.

From explanation above, the writer take conclusion that understanding recount text is the way how to know the recount text and what the text is about. If we understand what the recount text is about, we can retell the text directly. Understanding also has meaning as the quality of students' comprehension level on the reading text. The students must endeavor to develop the understanding of the recount text read and tried to retell it. In order to have capability as a good reader, understanding the recount text cannot be separated with retelling text that they have relationship each other.

B. The Nature of Ability to Retell the Text

Ability is skill or power of someone used to reach his purpose. According to Webster (1980) ability means power to perform an act, physical or mental, either

before or after training. In this research, the ability in reading text present reading activities that the student's ability should be able to develop and to give value in order that the ability can be good function. According to Hornby the ability is the mental or physical capacity, power or skill required to do something. According to Chaplin the ability is the power to do something that can be differed from aptitude and capacity. It is also synonym of expertness and talent. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully.

Randolph 1998, (in Mercy, 2007: 21) argued that there are some concepts related to ability as follows:

1. Intelligence

For those who have high intelligence, they will have high ability in learning process.

2. Interest

For those who study something that they are not interested in it will influence their ability to master the subject.

3. Motivation

The higher motivation we have, the easier we learn something.

4. Health

The bad health will decrease the ability in learning something.

Bloom 1995, (in Febri, 2007:8) said that there are six characteristics of mental Activity (ability), they are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Based on the theories, ability can be divided as the result gained by someone after learning the materials of subject matter within a certain period of time. This test uses their oral ability and fluency to express their idea, opinion, etc. To gain the ability of learning is necessary for one to consider some factors, which can determine the ability.

Learning in different forms will face all the factors which influence the ability of learning. It will depend on where or when the learner. All of these are the learners' experiences in her learning process. Therefore, these cases will determine whether or not the learner is successful in her learning. The way of learning which are done by the learners as formulation of some factors that may be as the main factor of learning.

Retelling is defined as post reading or post listening recalls in which readers or listeners tell what they remember either in writing or in speaking. Researches suggest that oral retelling of what has been listened to or read results in increased comprehension and recall the discourse. As students reconstruct text, they develop language complexity through internalization of text features thereby providing the

schema for comprehending, learning, and remembering the ideas in stories and texts. Retellings considerably add the students' understanding and comprehension because they provide a view of the quantity, quality, and organization of information constructed during reading or listening. And because text recall through retelling is natural for children, it does not necessarily bias them to process text in a particular way. Retelling can play an important role in performance- based assessment of speaking. Retelling is a good way to help you remember and understand what you read or what is read to you. The listeners give feedback by adding important thing that the reteller has left out.

(<http://www.readingmatrix.com/articles/stoicovy/index.html>, 2010: July 17)

Retelling text is when a reader tells the story he/she has read in his/her own words and retelling text is done to make the reader understand about the story or text. We can retell the text after we read and understand the text by own words. We can retell a text to test our comprehension that.

Retellings are another way that teachers can assess students understanding of text structure. Retellings are oral or written post readings in which the students relate what they remember from reading text. Retellings provide a holistic representation of students understanding rather than the fragmented information provided by answering comprehension questions. Retellings help students develop summarization skills. Students who are unable to retell information from their reading will find it hard to summarize effectively. (<http://forpd.ucf.edu/strategies/stratextstructure.html>, 2010: March 21)

Furthermore, retelling text is the same as speaking. In the other words, retell is part of speaking. In speaking ability, there are five components measured in retelling text there are five components that measured, they are pronunciation, grammar, vocabulary, comprehension and fluency.

(http://www.bridgew.edu/library/CAGS_Projects/TPALINGO/web_20%_page/srlitrev.html)

a. Processes of retelling are:

1. Preparation

- 1) It is important that the context is carefully set by the teacher for the use of the retelling. Students must feel that they are doing it to help them become better readers and writers, they are being tested.
- 2) In selecting a text, ensure students to have previous experience with the genre/text type, e.g. fables, fairy stories, reports.
- 3) Texts should be high interest within the students' reading ability.
- 4) After selecting the text and making multiple copies, fold and staple, so that only the title is visible.

2. The Retelling

- 1) Students read the title and write:
 - (1) One or two sentences on what the text is

(2) Some words/phrases might be in the text if your prediction was right.

- 2) Students share or compare these predictions with a partner or small group.
- 3) Everyone reads the text individually. In order to enjoy and understand. Read as many times as you need to recall. Some students may get benefit from the story as a scaffold to them when reading the text alone.
- 4) Retell the text, writing in your own words. Write as much as possible you can recall for someone who has not read the text. You must not look back at the text.

3. Sharing and Discussing

In pairs or small groups ask students to discuss:

- 1) How are your retellings different from each other and how are they different from the original text?
- 2) Muddled meanings: Did you muddle, change or omit anything, so that the author's meaning was changed?
- 3) Paraphrase power: Did you use any words which were different from those in the text that mean the same?
- 4) Borrow a Bit: If you could borrow a bit from your partner's retelling, bit would you borrow why?

2. Reflections

Ask students to write down any new learning they have made during the session and/or any concerns they have. They could also write about what they would like to work on to improve their reading and writing skills. (http://www.myread.org/monitoring_read.htm, 2010: March 21).

b. The other processes of retelling text are:

- a) First, you retell what happened in the story in order.
- b) You tell what happened in the beginning, middle, and end of the story
- c) You include the setting and the characters.
- d) You include the problem and solution (if applicable).
- e) Your retelling should answer the 5 w questions: who, what, when, where and why.

(www.mrscowan.com/retelling.ppt+how+to+retelling+text+of+reading+&cd=11&hl=id&ct=clnk&gl=id, 2010: March 21).

So, from explanation above, the writer take conclusion that there are some processes in retelling the text above and showing that retelling the text is not easy, we should do some stages as mentioned above. Understanding recount text has correlation with ability to retell text. The first we read the text given by teacher and then we try to know what recount text is about and then start to understand and comprehend it. After we understand and comprehend the recount text, we try to retell

the text with own words that can be understood by the others. Understanding recount text can not separated with retelling text, because both of them need each other.

C. The Relationship between Students' Understanding on Recount Text and Their Ability to Retell the Text

In understanding recount text, the students should have master definition of recount, purposes of recount, types of recount, structures of recount and language features of recount. Purpose of recount is reconstructed an events, experiences, and achievements from the past in a logical sequence. Some recount will be purely informative and some others will aim to both inform and entertain. While, retelling are oral or written post reading recalls during which children relate what they remember from reading or listening to a particular text. Retellings are another way that teachers can access students understanding of text structure. Retelling text is done to make the reader understand about the story or text. Retellings provide a holistic representation of student understanding rather than the fragmented information provided by answering comprehension questions (Bromley, 1998). When students retell, they attempt to recall as much of the information in the texts as possible, not just the main points. Retellings are an important precursor to help students develop summarization skills, both oral and written.

Reconstructing texts through retellings help children develop reading flexibility as well as knowledge of text forms, text conventions and the processes involved in text construction. Retellings provide insights about children's ways of

constructing meaning from texts and their ability to organize information. When students share retellings, they “read, reread, reread again” and engage with text much more intensely than at other times. In addition, retellings let teachers see how as well as how much information children retain after reading or listening a text. By retelling recount text, students can sense text organization and identify relationships among pieces of information and develop their oral language abilities. Through oral retellings, children can develop deeper understanding of the forms and function of recount. (<http://forpd.ucf.edu/strategies/stratextstructure.html>, 2010: March 21)

Understanding recount text is one of factors that influences retell the text. If the students understand recount text, they are able to retell the texts. In the other words, the students can retell the text if the students understand the text first. So, the students’ understanding on recount text influencing their ability to retell the text.

D. The Relevant Research

The research can be accepted and continued because it is relevant with several researches that have been conducted before. However, the research has the same objects but it has different problem. It can be seen from the several previous researches below:

Elida Susanti (2005) the title is “Students Effort in Understanding Reading Text at the third year students of SLTP Muhammadiyah Bangkinang Barat”. This research is categorized as fair. It is based on the recapitulation of the whole percentage (62, 53 %). Besides, the efforts done by the students in understanding

reading text at the third year of SLTP Muhammadiyah Bangkinang Barat are such as always looking up dictionary to find difficult words, always attending English private or English course often asking the teacher about the doubled reading text, reviewing the reading text at home, and discussing the reading text with their friends in understanding reading text by using memorization techniques to understand reading text.

Elhafizah (2004) the title is "Correlation between Learning by SQ3R method and students' interest in understanding reading text". Learning by using SQ3R reading method, in fact, correlated significantly with the students' understanding about reading text. This is proved by the result of statistical analysis and the hypothesis testing that reads the value of r observed, higher than r critic both at 5 % and 1 % significant level ($0.304 < 0.532 > 0.393$). It means that there is correlation between Learning by SQ3R method and students' interest in understanding reading text.

Based on two researchers, this research is almost the same as the researches above. Two researchers above focus on reading comprehension especially in understanding reading text while this research focuses on Students' Understanding on Recount Text and Their Ability to Retell the Text.

E. The Operational Concept

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept that still operate in an abstract from the research planning

is interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpretation about the theses content as special senses, only used in this research.

Based on the statement above, the writer concludes that there are some factors needed to be operated in the operational concept. There are two variables in this research. Variable X is the students' understanding on recount text and variable Y is the students' ability to retell the text. Therefore, the operational concept of this study can be seen in the following indicators:

- a. The students' understanding on recount text
 1. Students can introduce the participants, place and time of recount text
 2. Students can describe series of event that happened in the past of text
 3. Students can use chronological connection of recount text
 4. Students can use action verb used on recount text
 5. Students use simple past tense on recount text
- b. The students' ability to retell the text
 1. Students are able to tell the problem and solution of recount text.
 2. Students are able to tell what happens in the beginning, middle and end of the text.
 3. Students are able to tell their idea by their own words
 4. Students are able to answer the question about recount text by orally.
 5. Students are able to tell their idea fluently

6. Students are able to inform and entertain the audience

F. The Assumption and Hypothesis

a. Assumption

This research has one assumption. The first year students of MAN Dumai understanding on recount text are able to apply it in retelling.

b. Hypothesis

Ha: There is a significant relationship between students' understanding on recount text and their ability to retell the text

Ho: There is no significant relationship between students' understanding on recount text and their ability to retell the text

CHAPTER III

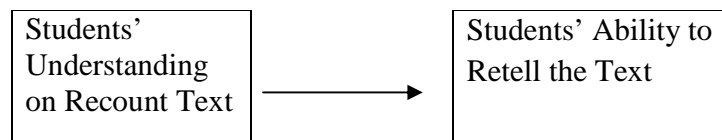
RESEARCH METHODOLOGY

This chapter focuses on the methodology of the research. It presents the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continued to techniques of the data collection and technique of the data analysis.

A. The Research Design

This research design is to know the relationship of students' understanding on recount text to their ability to retell the text at the second year of MAN Dumai. There are two variables in this research. First, the students' understanding on recount text is the independent variable (x) and second their ability to retell the text is dependent variable (y). The independent variable is a variable which influence the dependent variable, and the dependent variable is the variable which is affected by the independent variable. The students' understanding on recount text as the independent variable influences the students' ability to retell the text as the dependent variable.

The relationship of these variables is shown below:



B. The Location and the Time of the Research

The research was conducted at MAN Dumai. The school is located in Bukit Datuk Lama, Dumai. This research was conducted on July 19th until August 28th 2010.

C. The Subject and the Object of the Research

The object investigated in this research is relationship between students' understanding on recount text and their ability to retell the text at the first year of MAN Dumai and the subject of this research was the first year students of MAN Dumai.

D. The Population and the Sample of the Research

The population of this research was all students at the first year of MAN Dumai. The total population is 113 students. It consisted of four classes, there was class X.Binaan that consisted of 30 students, class X.1 consisted of 23 students, class X.2 consisted of 29 students and class X.3 consisted of 31 students. As Arikunto (1996: 24) says that if the amount of the subject is more than 100 respondents, it is better to take about 10 – 15%, 20 – 25%, or more. It means the writer took 50% of population consists of 55 students. In taking the sample, the writer used random sampling technique.

The writer took the sample by using lottery system between four classes. There are 14 students who are taken as the sample of each class. The writer made piece of paper as many students of each class. But there is only 1 until 14 numbers which wrote in the piece of paper and the other is empty paper. The students asked to

take the piece of paper and for the students who got the number are the sample of this research. The sample of this research can be seen in following table III.1

Table III.1
The Total Population of the Students at the First Year of MAN Dumai

No.	Classes	Total
1.	X. binaan	30
2.	X.1	23
3	X.2	29
4.	X.3	31
Population		113
Sample		55

E. The Technique of Data Collection

To collect the data involved in this research, the writer used technique:

1. Test

To obtain the students' understanding in reading, the writer used a written test. The test was multiple choices. It was used to measure the capability students' understanding about their recount text. Before giving test to the sample, the writer did try out of the test to identify the reliability of the test. The writer used the sample different from try out and sample of this research. There are 54 students that follow try out test. To identify the reliability of the test, the writer used spit-half technique. After knowing the test was reliability, the writer gave the test to the samples which were given 30 minutes for answering the questions about students' understanding on

recount text. There were 24 questions given to the students. Try out was conducted once time.

After doing the try out then the writer had known the questions, reliable or not, the writer gave the students the real test about understanding on recount text. It had been constructed by writer based on indicators in operational concept. The researcher had given some questions and the students answered the questions. So, from their answer researcher could know their score. The scores of the students' understanding in the test were classified to determine their level of their understanding; the classification is as follows:

Table III.2
The Classification of Students' Scores

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 - 49	Poor

Harris in Asni (2007:25)

2. Test

The test was oral test. There were 3 different topics about recount text that should be retold by the students. It means that, the students were ordered to retell the text based on their own words. It was used to know their ability to retell the text that text had relation with the first test. To get evideners, the researcher recorded the students' voice. The results were good to excellent, average to good, poor to average,

poor. We can see the specification about students' ability to retell the text in the table below.

Table III.3
The Specification of Ability to Retell Test

No.	Speaking Components	The High Score
1.	Pronunciation	20
2.	Fluency	20
3.	Vocabulary	20
4.	Comprehension	20
5.	Grammar	20
	Total	100

(Haris: 1989)

Retell is one of part of speaking. There are five speaking components they are: pronunciation, fluency, vocabulary, comprehension and grammar. Each component has 20, the highest score and the total all of the components were 100.

F. The Techniques of Data Analysis

Before the test was given to the sample, it was tried to one of the first year classes in order to prove whether or not the test was reliable and valid. Generally, the writer used SPSS version 17.00 in analyzing statistical data. According to Cohen L et al (2007: 506), reliability in quantitative analysis takes two main forms, both of which are measured by internal consistency: the split-half technique and the alpha coefficient. The writer used the spit-half technique to identify the reliability of the test. For the split half coefficient, the following guidelines can be used:

> 0.90	= Very highly reliable
0.80 – 0.90	= Highly reliable
0.70 – 0.79	= Reliable
0.60 – 0.69	= Marginally/ minimally reliable
< 0.60	= Unacceptably low reliability

According to Heaton quoted by Asni (2007:25), the items with difficulty level below 0.3 and above 0.7 were excluded from the test. In order to analyze the data, the writer used some formula:

- 1. To find out the index of difficulty, the following formula is used for the try out test:**

$$F.V = \frac{R}{N}$$

Where: F. V: Difficulty level

R : The number of correct answers

N : The number of students taking the test

(Heaton in Asni, 2007:25)

- 2. To calculate the students' score in answering the test, the following formula is used:**

$$M = \frac{X}{N} \times 100$$

Where: M: individual score

X: correct answer

N: Number of items

The formula that used in this research is regression equation. Regression equation is to predict influence of free variable to trussed variable. In the other words, regression is defined as the sum of the two functions in the variable. The two functions are the slope and intercept. Through the regression equation, we can find out how the two variables correlate each other. From the regression equation obtained, then, prediction of Y score from X score can be made. The equation takes the form:

$$Y = a + bX$$

Where: Y = estimated Y score / dependent variable

a = intercept

b = slope

X = independent variable

According to Hartono (2008: 57-58), there are three ways to obtain the correlation between two variables they are:

1. The r-table is employed to see whether or not there is a significant correlation between students' understanding on recount text and their ability to retell the text. The obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r_{\text{table}}$$

Criteria of Hypothesis:

- a. H_a is accepted if $r_o \geq r_{\text{table}}$ or it can be said that there is a significant correlation between students' understanding on recount text and their ability to retell the text.
 - b. H_0 is accepted if $r_o < r_{\text{table}}$ or there is no significant correlation between students' understanding on recount text and their ability to retell the text.
2. To compare sig. (2-tailed) or probability score with 0.05 as follows:
 - a. Probability score > 0.05 , it means that H_0 is accepted.
 - b. Probability score < 0.05 , it means that H_a is accepted.
 3. Use the explanation of sign (**/*) under table, if there is the sign, it means that there is a significant correlation.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research is to obtain the relationship between students' understanding on recount text and their ability to retell the text at the first year students of MAN Dumai. The data of this research were the scores of the test. Before taking the data from the sample, the writer tried one of the first year classes in order to prove whether or not the test was reliable and valid. The result found in the try out was 0.994. It means that the test is highly reliable.

Reading test given to the students consisted of 24 questions in multiple choices, the total score of students' understanding on recount text test is 3764 with mean 68.43. While the highest score is 90 and 12 is the lowest one, and the result of students' ability to retell the text is 2370.5 with mean 43.1. While the highest score is 63.5 and 26.5 is the lowest one. By using Regression equation, the result of the regression equation is 0.516. In the other words, level significant is 0.516 is bigger than 0.05. It means that H_0 is accepted and H_a is rejected. It means that there is no relationship of students' understanding on recount text to their ability to retell the text. In the other words, students' understanding on recount text does not influence their ability to retell the text.

B. The Data Presentation

1. The Students' Understanding on Recount Text

Table IV.1

The Score of Students' Understanding on Recount Text

Students	Variable X Scores	Category
1	90	Good to excellent
2	82	Good to excellent
3	54	Poor to average
4	62	Average to good
5	82	Good to excellent
6	86	Good to excellent
7	86	Good to excellent
8	82	Good to excellent
9	58	Poor to average
10	54	Poor to average
11	12	Poor
12	90	Good to excellent
13	82	Good to excellent
14	86	Good to excellent
15	62	Average to good
16	90	Good to excellent
17	57	Poor to average
18	50	Poor to average
19	62	Average to good
20	86	Good to excellent
21	50	Poor to average
22	86	Good to excellent
23	54	Poor to average
24	62	Average to good
25	86	Good to excellent
26	41	Poor
27	65	Average to good
28	90	Good to excellent
29	90	Good to excellent
30	86	Good to excellent
31	20	Poor
32	65	Average to good

33	86	Good to excellent
34	29	Poor
35	58	Poor to average
36	86	Good to excellent
37	65	Average to good
38	86	Good to excellent
39	82	Good to excellent
40	50	Poor to average
41	54	Poor to average
42	86	Good to excellent
43	90	Good to excellent
44	65	Average to good
45	86	Good to excellent
46	62	Average to good
47	73	Average to good
48	58	Poor to average
49	50	Poor to average
50	58	Poor to average
51	54	Poor to average
52	20	Poor
53	86	Good to excellent
54	90	Good to excellent
55	82	Good to excellent
Total	3764	
Mean	68.44	

Table IV.1 shows that the score of the students' understanding on recount text is quite various, 7 students get 90, 13 students get 86, 6 students get 82, 1 student gets 73, 4 students get 65, 5 students get 62, 4 students get 58, 1 student get 57, 5 students get 54, 4 students 50, 1 student gets 41, 1 student get 29, 2 students get 20 and 1 student gets 12. So the mean score of their understanding on recount text is 68.44, the score can be categorized as "average to good".

2. The Students' Ability to Retell the Text

Table IV.2
The Score of Students' Ability to Retell the Text

Students	Score Ability to retell the text	Category
1	54	Poor to average
2	48	Poor
3	36	Poor
4	31	Poor
5	46.5	Poor
6	34.5	Poor
7	57	Poor to average
8	48.5	Poor
9	52	Poor to average
10	53	Poor to average
11	42	Poor
12	48.5	Poor
13	41	Poor
14	52.5	Poor to average
15	45	Poor
16	37.5	Poor
17	46.5	Poor
18	42.5	Poor
19	43	Poor
20	44.5	Poor
21	52	Poor to average
22	46.5	Poor
23	44	Poor
24	46.5	Poor
25	40.5	Poor
26	32.5	Poor
27	38.5	Poor
28	42.5	Poor
29	39.5	Poor
30	45.5	Poor
31	42.5	Poor
32	26.5	Poor
33	37	Poor
34	37	Poor
35	63.5	Average to good

36	37.5	Poor
37	39.5	Poor
38	30	Poor
39	46	Poor
40	42	Poor
41	40.5	Poor
42	41.5	Poor
43	37	Poor
44	40	Poor
45	40	Poor
46	41	Poor
47	61.5	Average to good
48	48.5	Poor
49	37	Poor
50	41.5	Poor
51	38.5	Poor
52	40	Poor
53	46.5	Poor
54	41	Poor
55	43	Poor
Total	2370.5	
Mean	43.1	

Table IV.2 shows that the score of the students' ability to retell the text is quite various, 1 student gets 61.5, 1 student get 57, 1 student gets 54, 1 student gets 53, 1 student gets 52.5, 2 students get 52, 3 students get 48.5, 1 student gets 48, 5 students get 46.5, 1 student gets 46, 1 student get 45.5, 1 student gets 45, 1 student gets 44.5, 1 student gets 44, 2 students get 43, 3 students get 42.5, 2 students get 42, 2 students get 41.5, 3 students get 41, 2 students get 40.5, 3 students get 40, 2 students get 39.5, 2 students get 38.5, 2 students get 37.5, 4 students get 37, 1 student gets 36, 1 student gets 34.5, 1 student get 32.5, 1 student gets 31, 1 student gets 30, 1 student

gets 26.5. So the mean score of their ability to retell the text is 43.1 and the score can be categorized as “poor”.

C. The Data Analysis

This research is used to obtain the relationship between two variables namely: the students’ understanding on recount text as the independent variable (X) and the students’ ability to retell the text as the dependent variable (Y). The writer used test to find out the students’ understanding on recount text and the second test was used to find out students’ ability to retell the text.

The relationship between two variables can be expressed or estimated in the form of mathematical equations. Regarding the variables being investigated, the model of equation used in this study takes the form of:

$$Y = a + bX$$

To test whether the linear model of $\hat{Y} = a + bX$ is suitable or not, it is necessary to conduct descriptive statistics by using SPSS version 17.00 explained on the following:

Table IV.3

Descriptive Statistics

	Mean	Std. Deviation	N
Ability to retell the text	43.1000	7.16951	55
Understanding on recount text	68.4364	20.09124	55

The table above is descriptive statistic table that show mean, standard deviation and N each variable. Mean of ability to retell the text is 43.1 is lower than mean of understanding on recount text is 68.43. Standard deviation of ability to retell the text is 7.169 is smaller than standard deviation of understanding on recount text is 20.09. It means that variance of data ability to retell the text is smaller than understanding on recount text. While, $N = 55$ that show there are 55 students or respondents.

Table IV.4

Correlations

		Ability to retell the text	Understanding on recount text
Pearson Correlation	Ability to retell the text	1.000	.089
	Understanding on recount text	.089	1.000
Sig. (1-tailed)	Ability to retell the text	.	.258
	Understanding on recount text	.258	.
N	Ability to retell the text	55	55
	Understanding on recount text	55	55

Table above is matrix variable correlation ability to retell the text and understanding on recount text. Table of correlations show that level of correlation coefficient ability to retell the text and understanding on recount text, significant, N and analysis technique that used is Pearson Correlation. From output above, can be known correlation coefficient variable of ability to retell the text and understanding on recount text = 0.089, sig. (1-tailed) = 0.258. The interpretations are:

1. Level of value probability or sig. (2-tailed) is 0.258 is bigger than 0.05. It means that H_0 is accepted. It means that there is no correlation between students' understanding on recount text and their ability to retell the text.
2. Level of correlation coefficient students' understanding on recount text and their ability to retell the text is 0.089. It means that negative sign. It shows that direction of negative correlation and it means that there is no influence of students' understanding on recount text to their ability to retell the text. In other words, students' ability to retell the text does not depend on students' understanding on recount text.

Table IV.5

Variables Entered/ Removed^b

Model	Variables Entered	Variables Removed	Method
1	Understanding on recount text ^a	.	Enter

a. All requested variables entered

b. Dependent Variable: ability to retell the text

Table above show that regress method that used to analyze data with SPSS 17.00 program. Method that used is Enter method.

Table IV.6

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.089 ^a	.008	-.011	7.20783

a. Predictors: (Constant), understanding on recount text

b. Dependent Variable: ability to retell the text

Table above show that level of percentage influence free variable or predictor variable to trussed variable. Level of determination coefficient is 0.008. It means that influence of free variable (independent) to variable dependent is only 0.008.

Table IV.7

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.198	1	22.198	.427	.516 ^a
	Residual	2753.502	53	51.953		
	Total	2775.700	54			

a. Predictors: (Constant), understanding on recount text

b. Dependent Variable: ability to retell the text

Table above show that variation level of free variable or independent variable that explains variation level of dependent variable by using level of value F. F is 0.427 while the level of significant is 0.516. Significant of ANOVA table is 0.516 is bigger than 0.05. Thereby, H_0 is accepted and H_a is rejected.

Table IV.8

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	40.916	3.480		11.759	.000	33.937	47.895
Understanding on recount text	.032	.049	.089	.654	.516	-.066	.130

a. Dependent variable: ability to retell the text

From *coefficients* table above, column B in *constant* (a) is 40.916 while understanding on recount text (b) is 0.032. So that, equation of regress can be written that follow:

$$Y = a + bX$$

$$Y = 40.916 + 0.032X$$

From result of calculation obtained $b = 0.032$ negative sign, it means that:

1. Students' understanding on recount text (variable X) do not influence of students' ability to retell the text (variable Y).
2. If variable X (understanding on recount text) can be known, the students' ability to retell the text can be estimated by including the value into equation.

Example: the score of students' understanding on recount text (X) = 86, so the score of students' ability to retell the text is:

$$\begin{aligned} Y &= 40.916 + 0.032 X \\ &= 40.916 + 0.032 (86) \\ &= 40.916 + 2.752 \end{aligned}$$

$$Y = 43.668$$

So, score of students' ability to retell the text can be estimated is 43.668

Level of value T can be guided to know free variable influence or not to trussed variable. If H_0 is rejected (sig. < 0.05) it means that there is influence, if H_0 is accepted (sig. > 0.05) it means that there is no influence. From table above can be known level of value t test = 0.654. While level significant is 0.516 is bigger than 0.05. Thereby H_0 is accepted and it means that there is

no influence of students' understanding on recount text variable to their ability to retell the text.

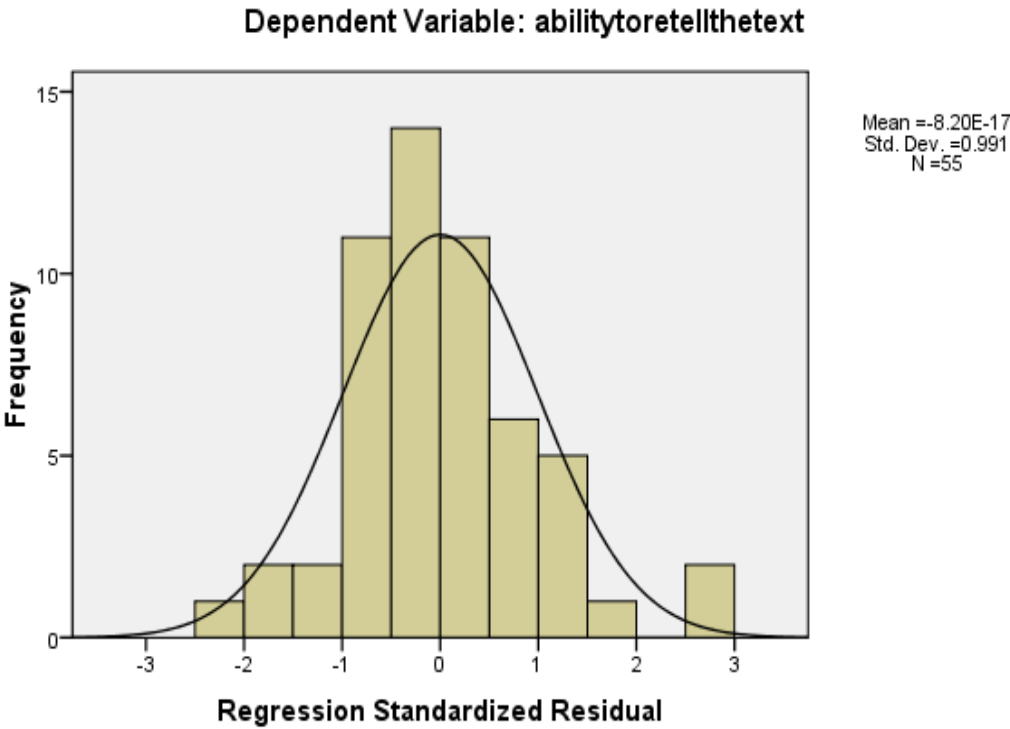
Table IV.9
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	41.2990	43.7881	43.1000	.64115	55
Residual	-1.64903E1	20.73304	.00000	7.14078	55
Std. Predicted Value	-2.809	1.073	.000	1.000	55
Std. Residual	-2.288	2.876	.000	.991	55

a. Dependent Variable: ability to retell the text

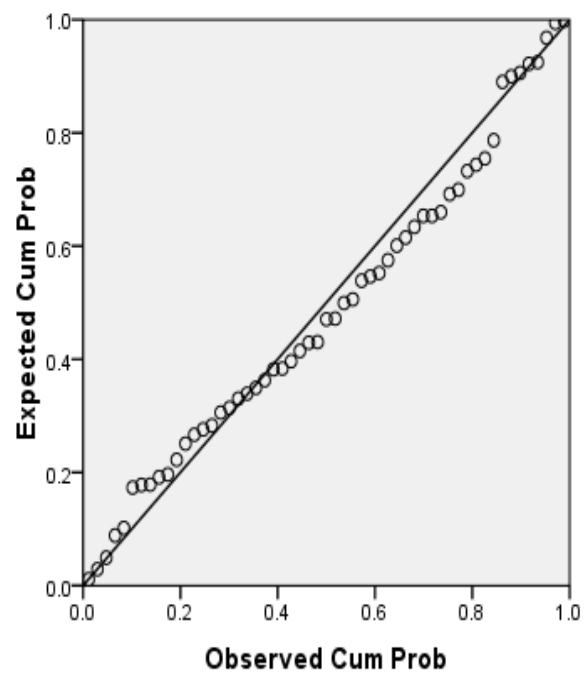
Charts

Histogram



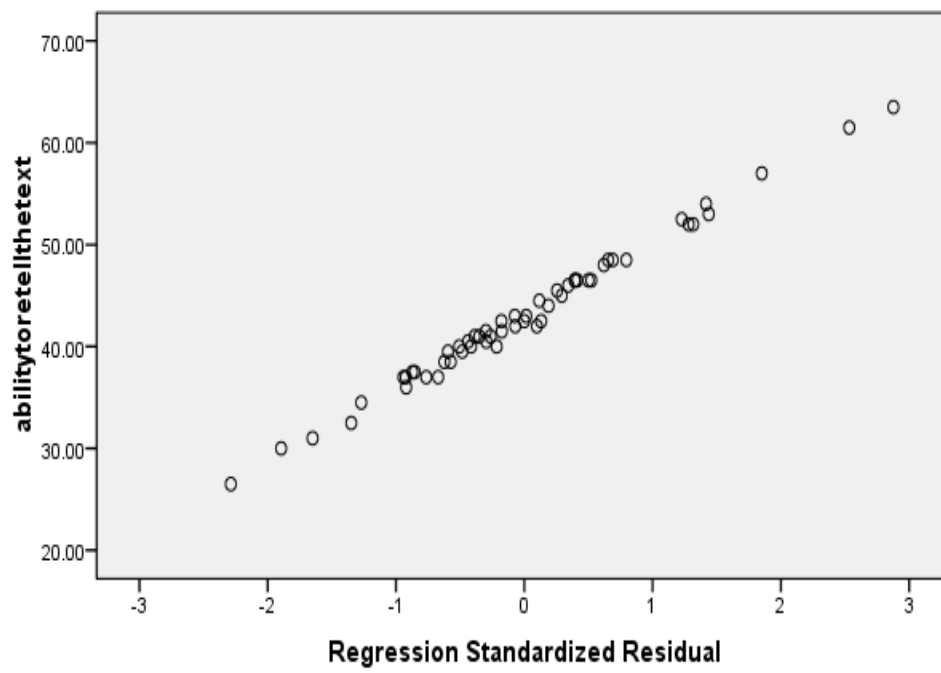
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: abilitytoretellthetext



Scatterplot

Dependent Variable: abilitytoretellthetext



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and then to recommend some suggestions concerning the students' understanding on recount text and their ability to retell the text.

A. The Conclusions

This study was conducted in order to obtain whether or not there was a significant relationship between students' understanding on recount text and their ability to retell the text. There are two variables in this study, the students' understanding on recount text as the independent variable (X) and the students' ability to retell the text as the dependent variable (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as in the following:

1. The score of students' understanding on recount text are quite various, 7 students get 90, 13 students get 86, 6 students get 82, 1 students get 73, 4 students get 65, 5 students get 62, 4 students get 58, 1 students get 57, 5 students get 54, 4 students 50, 1 students get 41, 1 student get 29, 2 students get 20 and 1 students get 12. So, the mean score of their understanding on recount text is 68.43, the score can be categorized as "average to good".

2. The score of the students' ability to retell the text is quite various, 1 student gets 61.5, 1 student gets 57, 1 student gets 54, 1 student gets 53, 1 student gets 52.5, 2 students get 52, 3 students get 48.5, 1 student gets 48, 5 students get 46.5, 1 student gets 46, 1 student gets 45.5, 1 student gets 45, 1 student gets 44.5, 1 student gets 44, 2 students get 43, 3 students get 42.5, 2 students get 42, 2 students get 41.5, 3 students get 41, 2 students get 40.5, 3 students get 40, 2 students get 39.5, 2 students get 38.5, 2 students get 37.5, 4 students get 37, 1 student gets 36, 1 student gets 34.5, 1 student gets 32.5, 1 student gets 31, 1 student gets 30, 1 student gets 26.5. So, the mean score of their ability to retell the text is 43.1 and the score can be categorized as "poor".
3. The equation of regression is 0.516. It is bigger than 0.05. Therefore, there is no relationship between students' understanding on recount text and their ability to retell the text. And since the value is negative, it can be called a negative correlation where the two variables are not parallel. It means that both of the variables do not have same direction. A change in variable X will not be followed by the change in variable Y. If the students' understanding on recount text is increased, there is no influence to their ability to retell the text.

B. The Suggestions

Based on the conclusions of the research, some suggestions are proposed as follows:

1. For the teacher
 - a. The teacher should explain recount text and all of the things related to recount text clearly.
 - b. The teacher gives stimulation to the students in order that they are not hesitated to retell the text.
 - c. This is the responsibility of the candidate of English teachers in the future to pay more attention on understanding reading and the ability to retell it done by the students in order that they can reach the target of the teaching.
2. For the students
 - a. The writer hopes that the first year students of MAN Dumai always improve their knowledge about recount text and can retell the text with their own words effectively.
 - b. The students are not hesitated or shy to express anything.
 - c. The students are suggested to increase their ability in retelling. They have to master anything related to recount text. It is proposed to help them to retell recount text, so they can be a good reader and speaker.

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CURRICULUM VITAE



YERI FITRIAH, Lahir pada tanggal 18 Mei 1988 di Desa Sungai Aur, Kelurahan Lembah Melintang, Pasaman Barat, Provinsi Sumatera Barat; dari pasangan suami istri Hizron Lubis dan Yenni Adnan yang merupakan anak pertama dari lima bersaudara

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Pada tanggal 20 Desember 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan gelar sarjana pendidikan (S.Pd) dengan judul karya ilmiah: “The Relationship between Students’ Understanding on Recount Text and Their Ability to Retell the Text at the First Year of MAN Dumai”.

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